DOCUMENT RESUME

ED 069 840 UD 013 069

TITLE	Bilingual Education: A Statement of Policy and Proposed Action of the Regents of the University of the State of New York. Position Paper Series, Number 16.
INSTITUTION	New York State Education Dept., Albany.
PUB DATE	Aug 72
NOTE	23p.
EDRS PRICE	MF-$0.65 HC-$3.29
DESCRIPTORS	*Bilingual Education; Disadvantaged Youth; Educational Change; Educational Needs; Educational Objectives; Educational Opportunities; *Educational Policy; Educational Resources; English (Second Language); Policy Formation; *Spanish Speaking; *State Departments of Education; Urban Education
IDENTIFIERS	*New York

ABSTRACT

The primary goal of the Regents in their bilingual education program is to provide equal educational opportunity for non-English-speaking children through activities capitalizing on their proficiency in their native language and developing competency in English. Two complementary goals are inherent: (1) a vitally needed national resource, the bilingual adult, will be developed and (2) the total learning community--pupils, lay persons, teachers, administrators--will profit from the contribution of bilingual education to promotion of better understanding among people. The Regents direct that such priorities as the following be established: (1) develop individualized teaching strategies and supportive curriculums that reflect the particular needs of the bilingual-bicultural child; (2) reallocate present funds for programs for non-English-speaking pupils in the areas of occupational education, general education, higher education, early childhood education, adult education, drug education, and education of the handicapped; and, (3) require increased use of E.S.E.A Title I and Urban Education funds for bilingual and English as a second language programs. [Spanish translation of this document is available from the New York State Education Department, Albany.] (Author/JM)

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Position Paper...
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BILINGUAL EDUCATION

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A Statement of Policy
and Proposed Action
by the
REGENTS OF THE
UNIVERSITY OF THE
STATE OF NEW YORK

THE STATE EDUCATION DEPARTMENT
ALBANY
AUGUST 1972

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FOREWORD

Differences in language and culture effectively exclude approximately 300,000 children from meaningful participation in our educational system. Failure of schools to respond to the educational needs of these children results in academic failure, demonstrated sequentially by low reading scores, high dropout rate, and barriers to entry into meaningful employment. This is the plight of many of our non-English-speaking pupils and is the problem being addressed by the Board of Regents in this position paper. The paper calls for the total involvement of our educational system to help non-English speakers become, along with all other pupils, all that they are capable of becoming.

Ewald B. Nyquist

President of the University and
Commissioner of Education

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INTRODUCTION

A fundamental tenet of bilingual education is that a person living in a society whose language and culture differ from his own must be equipped to participate meaningfully in the mainstream of that society. It should not be necessary for him to sacrifice his rich native language and culture to achieve such participation. Rather, we should utilize available language skills and thought processes to foster intellectual development while developing English language proficiency. The purpose of this position paper is to direct concerted and effective action toward achieving this end.

THE PROBLEM

The problem here addressed is succinctly expressed in the opening statement of Title VII of the United States Elementary and Secondary Education Act, passed by Congress January 2, 1968, and subsequently referred to as the Bilingual Education Act:

> The Congress hereby finds that one of the most acute educational problems in the United States is that which involves millions of children of limited English-speaking ability because they come from environments where the dominant language is other than English . . . Such priority shall take into consideration the number of children of limited English-speaking ability between the ages of 3 and 18 in each state.

Public schools classify as non-English-speaking those children whose native language is other than English and who have varying degrees of English language difficulty.

The 1970 New York City school census identified 117,469 Spanish-dominant non-English-speaking pupils. Additional language groups, among which were Chinese, Italian, French, Greek, German, Arabic, and Portuguese included 42,716 non-English-speaking pupils. In all, 160,185 non-English-speaking pupils were cited.

High concentration of non-English-speaking children are not restricted to the five big cities of New York, Buffalo, Rochester, Syracuse, and Yonkers. In Long Island, approximately 10,000 non-English-speaking pupils are reported. Brentwood, Long Island, is the second largest Puerto Rican community in New York State. In Port Washington, non-English-speaking pupils represent 22 language varieties. The upstate areas of Amsterdam, Beacon, North Rockland, Lakeside, and districts of Westchester and Ulster Counties report growing numbers of pupils in this category. In all, an estimated 300,000 pupils in New York State are categorized as non-English-speaking.

Statewide data on non-English-speaking pupils other than Puerto Rican children in New York City are limited to conservative estimates.

A description, therefore, of the educational problems facing Puerto Rican pupils can serve by extension as a description of the problems facing all non-English-speaking pupils in New York State.

Puerto Rican pupils account for 22.8 percent (259,879) of the total school population in New York City. Of the Puerto Rican pupils, more than one-third (94,800) were described by the 1970 school census as non-English-speaking. Of this total, approximately 25,000 are receiving instruction in English as a second language and fewer than 6,000 are enrolled in completely bilingual-bicultural programs. The results of the English language difficulties of Puerto Rican pupils in New York City are tragically clear: these pupils are lowest in reading, highest in dropouts, and weakest in academic preparation of all pupils in New York State.

Despite the high New York City Puerto Rican student enrollment cited above, fewer than 1 percent of the professional school personnel are Puerto Rican. And, even the numerical ratio of one Puerto Rican teacher to 296 Puerto Rican pupils does not guarantee that Puerto Rican teachers are teaching Puerto Rican pupils. The cultural isolation of the Puerto Rican child in his school, therefore, may be even worse than statistics suggest.

The 53 percent dropout rate of Puerto Rican pupils (see graph III) is directly reflected in shattering statistics: Puerto Ricans, according to the 1970 United States census, average lower in levels of income and education than any other ethnic group in New York City. Puerto Ricans, according to a 1970 New York State Narcotics Addiction Control Commission report, comprise 25.5 percent of all addicts under treatment in the State. Approximately 82 percent of the Puerto Rican addicts are high school dropouts. A basic element of this tragedy is admittedly socioeconomic. But the language barrier adds a burden almost incomprehensible to those who have never had to bear it.

The need for programs in higher education is evidenced by the low enrollment totals of non-English speakers in post-secondary institutions. The low enrollment figures are not surprising in view of the low percentage of non-English-speaking students who succeed in graduating from high schools.

Of the 12th grade enrollment in New York City in fall 1970, 14.7 percent were Spanish-surnamed students. Yet only 4.5 percent of the full-time undergraduates at public and private institutions of higher education in New York City had Spanish surnames. The assumption could be made that English language deficiency was the factor which prevented Spanish-surnamed 12th grade students from successful entry into college programs.

GOALS

Primary

The primary goal of the Regents in their bilingual education program is to provide equal educational opportunity for non-English-speaking children through activities capitalizing on their proficiency in their native language and developing competence in English. The program affirms the importance of English and at the same time recognizes that the native language and culture of a child can play a major role in his education. There is no experiential substitute for the successful learning experiences gained by non-English-speaking children who are permitted and encouraged to learn in their dominant language.

Complementary

Two complementary goals are inherent:

One: A vitally needed national resource, the bilingual adult, will be developed. Some of these bilingual Americans will have English as a first language; others, as a second language.

Two: The total learning community — pupils, lay persons, teachers, administrators — will profit from the contribution of bilingual education to promotion of better understanding among people. An effective bilingual-bicultural program highlights and builds upon the rich heritage of local ethnic cultures.

MEETING THE GOALS: CRITERIA AND STRATEGIES

Educational Levels

Non-English-speaking children enter our school system at all ages and all grade levels. Although this paper primarily reflects the needs of children who are 5 to 17 years of age and who are placed in grades 1 to 12, the problems of non-English speakers in early childhood and higher education programs, though not numerically equivalent, are equally crucial to each individual concerned and the community in which he lives.

Child development research indicates that a child reaches his highest rate of growth in oral language and perceptual and motor-sensory skills between the ages of 3 and 7. To maximize that growth, a child's initial school experience should capitalize on his home language and culture. Acceptance and use of the language the child brings to school is a meaningful way of letting him know that he is valued as a worthwhile person with specific strengths and abilities.

The best possible learning situation for a young child involves him in verbal interaction with a more experienced child or with an adult. This crucial learning process should not be complicated by the additional task of understanding and using an unfamiliar language. The child's native language is the only available entry into assessment of his learning style and rate. Such assessment is the necessary prerequisite for matching the child with his optimum learning environment.

The language training of a young child should be part of a variety of experiences in selecting, manipulating, and organizing his thoughts about concrete sensory objects and materials. Daily observation of the children and their response to materials and their use of languages will provide valid clues to the kinds of language activities which are relevant and meaningful in early childhood bilingual programs.

The acceleration of bilingual and English as a second language programs in higher education promises a cyclical return. Teachers trained to work with non-English-speaking pupils will inevitably provide a school atmosphere in which language frustration plays a smaller role. The dropout rate will decrease. More non-English-speaking students will graduate. More of the graduates will feel qualified to go to college.

Program Design

Four general categories of bilingual education for non-English-speaking pupils differ in the degree of emphasis placed on linguistic and cultural development and maintenance:

One: Transitional — Fluency and literacy in both languages are not equally emphasized. Initial instruction, however, is in the native language. The ultimate objective is for the pupil to attain fluency in the second language.

Two: Monoliterate — Listening and speaking skills are developed equally in both languages, but reading and writing skills are stressed in the pupil's second language only. The objective is to get the pupil to think directly in the second language.

Three: Partial bilingualism — Subject matter to be learned in the native language is limited specifically to the cultural heritage of the ethnic group. Other subject areas — scientific, economic, technical — are considered to be within the domain of English. Competence in listening, speaking, reading, and writing in both languages is sought.

Four: Full bilingualism — The equal development of competencies in speaking, reading, and writing both languages, and an understanding of both cultures are the ultimate learning objectives. In all areas except language instruction, both languages are used.

The general categories cited above provide a broad framework within which to develop bilingual programs. Where circumstances do not warrant bilingual instruction, a program for teaching English as a second language should be considered. Every community, however, should be afforded maximum opportunity to go beyond a second language program into bilingual instructional activities. For some communities, use of the services of an agency such as a Board of Cooperative Educational Services may provide that opportunity. In any case, where there are approximately 10 or more children of limited English-speaking ability who speak the same language and are of approximately the same age and level of educational attainment, every effort should be made to develop a bilingual rather than second language program.

Local Strategies

Community Inventory. The community should carefully conduct a survey to determine the type of bilingual education program design most suitable for its pupil population. The survey should go beyond the general categories described earlier in this paper and seek to define precise and particular variations appropriate for the community.

In the survey, the following four areas should be given priority:

Languages spoken. Identify the languages spoken in the community. Determine the attitudes of the community toward each language group.

Goals desired. Determine the manner in which the community desires to implement the goals of bilingual education. Describe the type of program that will best achieve those goals.

Ongoing programs. Evaluate the relative success or failure of ongoing language development programs in the community schools. Evaluate the noninstructional programs, such as pupil personnel services, and determine their effectiveness relative to non-English-speaking children.

School resources. Account for present and potential concentrations of school resources — money, personnel, space, equipment — to meet the needs of non-English-speaking pupils.

School Inventory. After the community has tentatively decided on the type of bilingual education best suited to its needs, the school should specify the human and material resources needed to produce that program.

These seven tasks are necessary:

1. Qualified personnel must be identified.
2. Paraprofessionals and other community resource people must be identified.

3. Availability of teacher training programs for bilingual education must be explored.
4. Diagnostic instruments with which to determine the individual language learning aptitudes of the non-English-speaking pupils must be secured. Tests must be administered to determine the present performance level of these pupils both in their native language and in English.
5. Professional, qualified personnel must prepare an analysis, for teacher guidance, of the language varieties used in the community.
6. Curriculum materials that reflect the cultural characteristics of the students must be developed.
7. The various sources of funding for bilingual programs must be determined.

Accountability

The school and community also should design jointly an evaluative instrument for continuing assessment of the bilingual education programs. The evaluation process should include the following areas of concern:

1) assessment of performance in reaching objectives, behavioral or otherwise; 2) personnel proficiency and upgrading; 3) adequacy of facilities; 4) economic justification in terms of educational significance; and 5) participation in all program aspects by members of the non-English-speaking community.

In every case, establishment of the following is essential: stated objectives; measurement instruments to be used; data collection procedures; data analysis techniques; and data reporting format.

ACTION BY THE STATE

The Board of Regents is committed to seeking effective solutions to the problems faced by non-English-speaking children in the schools of New York State, even if major changes must be made in our educational system. The Board of Regents further believe that it is the duty of the school to provide programs which capitalize on the strengths of the non-English-speaking child and his family. The Regents believe, finally, that any less commitment to the needs of the non-English-speaking child will be inherently discriminatory and ultimately ineffective.

The authority invested in the Board of Regents and the Commissioner of Education in Part 203 of the Rules and Regulations of the Board of Regents and the Commissioner of Education, filed October 25, 1965, provides for the identification and the establishment of the cause of " children who fail or under-achieve." Children who are

identified as non-English-speaking come under the provisions for handicapped children in Part 200 of the Rules and Regulations for further evaluation and determination:

> Review and evaluate all relevant information pertinent to each handicapped child, including the results of physical examinations and psychological examinations and other suitable evaluations and examinations as necessary to ascertain the physical, mental, emotional, and cultural educational factors which may contribute to the handicapping condition, and all other school data which bear on the pupil's progress. Section 200.2(b)(1)

Part 201 of the Regulations on Handicapped Children deals exclusively with non-English-speaking children. Schools could receive additional reimbursement for the services of teachers and supervisors working with these children.

In 1970, the United States Department of Health, Education and Welfare distributed a memorandum stating Federal policy regarding non-English-speaking children:

> Where inability to speak and understand the English language excludes national origin minority-group children from effective participation in the educational program offered by a school district, the district must take affirmative steps to rectify the language deficiency in order to open its instructional program to these students.

New York State will actively press for observance of such established guidelines.

In 1969, the State Education Department established the Office of Bilingual Education for the purpose of meeting the educational needs of children who have English language difficulty. The office coordinates the efforts of other instructional units in promoting, developing, and evaluating bilingual and English as a second language materials and programs throughout the State.

Illustrative of programs conducted by the State are a ninth year Regents examination in mathematics offered in the Spanish language; college proficiency examinations satisfying foreign language requirements for teacher certification; summer institutes on Puerto Rican history, politics, and culture, and on Asian cultures and special techniques for teaching English as a second language to speakers of Asian languages; State University system programs ranging from the training of bilingual paraprofessionals to degree programs for the master of arts in bilingual education; and a unique Spanish language high school equivalency examination blending the national and Puerto Rican examinations.

Programs involving State supervision of federally-funded programs include a project to design diagnostic instruments for measuring

various competencies of non-English speakers; development and implementation of 25 ESEA Title VII projects in the State; and university-based summer workshops in bilingual education for paraprofessionals and elementary teachers.

The Regents recognize the need for substantial change of institutional posture — in instructional materials, learning approaches, sensitivity of personnel — in order to affirmatively recognize and use the rich cultural heritages of non-English-speaking children.

The conclusions that follow constitute a commitment by the Board of Regents to insure that the inability of national origin minority-group children to speak and understand English does not exclude them from effective participation in the educational programs of a district.

CONCLUSION

The Regents recognize that the educational needs of our linguistically and culturally different children remain unmet. To satisfy these unmet needs, the Regents direct that the following priorities be established:

- Develop individualized teaching strategies and supportive curriculums that reflect the particular needs of the bilingual-bicultural child.
- Reallocate present funds for programs for non-English-speaking pupils in the areas of occupational education, general education, higher education, early childhood education, adult education, drug education, and education of the handicapped.
- Require increased use of ESEA Title I and Urban Education funds for bilingual and English as a second language programs.
- Intensify the review of instructional materials to eliminate historical and cultural misrepresentations of ethnic groups.
- Provide consultative assistance to schools by helping them to review teaching materials to assure the use of materials that accurately reflect the cultural diversity of the community.
- Assist schools wishing to offer preservice and inservice bicultural and bilingual training to personnel who work with non-English-speaking pupils.
- Assist schools in identifying qualified bilingual education personnel in all aspects of the school program.
- Provide consultants to school districts, education service centers, higher education institutions, or combinations of these agencies seeking to structure their programs to reflect the occupational priorities of the local community. Such programs will provide vocational orientation and manpower training for both children and adults in the community.
- Promote the development and implementation of adequate screening, appraisal, and assignment techniques that include the assessment of the behavioral learning strengths and weaknesses of non-English-speaking pupils.

- Expand experimental programs stressing demonstrated competence rather than college course completion as the criteria for certification. Favorable results from this program will expedite certification for teachers coming into the State from other countries.

Colleges and universities will be urged to provide bilingual education programs for professional personnel and expand present programs in English as a second language.

The College Proficiency Examination Program will be used to certify course credit attainment for certification of teachers for bilingual education programs.

Local municipalities will receive direct assistance from the State in using the services of regional agencies such as Boards of Cooperative Educational Services to participate in providing bilingual education programs.

Local municipalities will be encouraged to increase financial allocations for recruiting and training bilingual and English as a second language teachers and for the expansion and refinement of bilingual-bicultural programs in general.

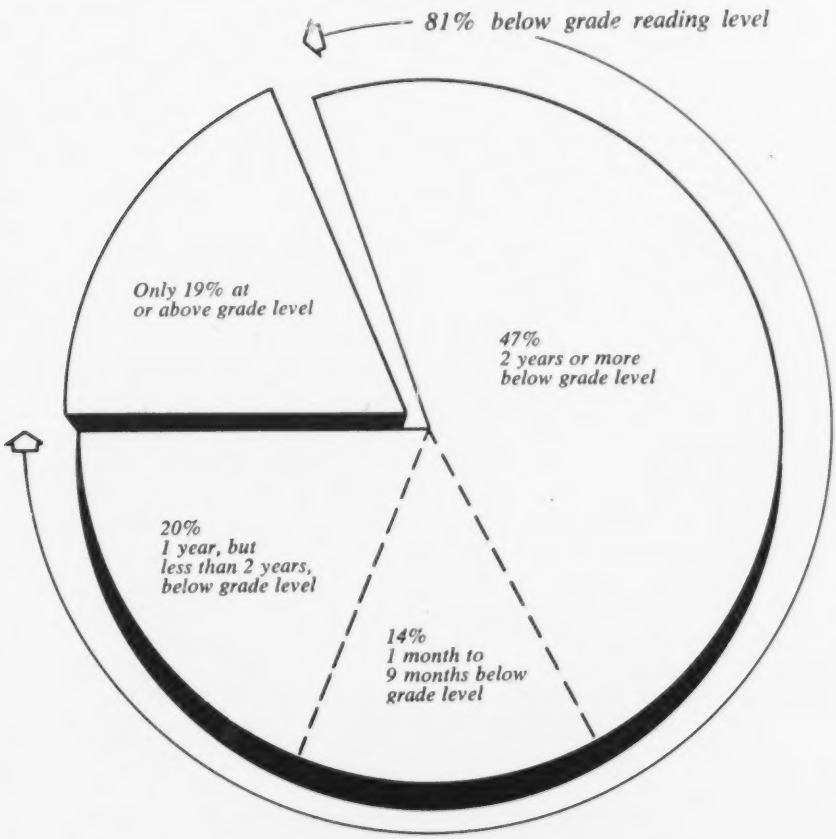
Local municipalities will be urged, as stated in the earlier quoted 1970 memorandum of the U.S. Department of Health, Education and Welfare, Office for Civil Rights, to fulfill their "responsibility to adequately notify national origin minority-group parents of school activities which are called to the attention of other parents." The language used may quite logically be one other than English.

The Regents reaffirm their dedication to the principle that all children, without regard to differences in economic, religious, racial, or national backgrounds, be provided the opportunity for equal education. Our schools must teach what our society must ultimately come to believe: that cultural-linguistic diversity is not to be feared or suspected, but rather valued and enjoyed; that culturally and linguistically different people share the equal rights of freedom and opportunity fundamental to democracy.

APPENDIX

Graph I

READING SCORES OF FIFTH GRADE STUDENTS IN 88 NEW YORK CITY PUBLIC SCHOOLS HAVING 50% OR MORE PUERTO RICAN ENROLLMENT

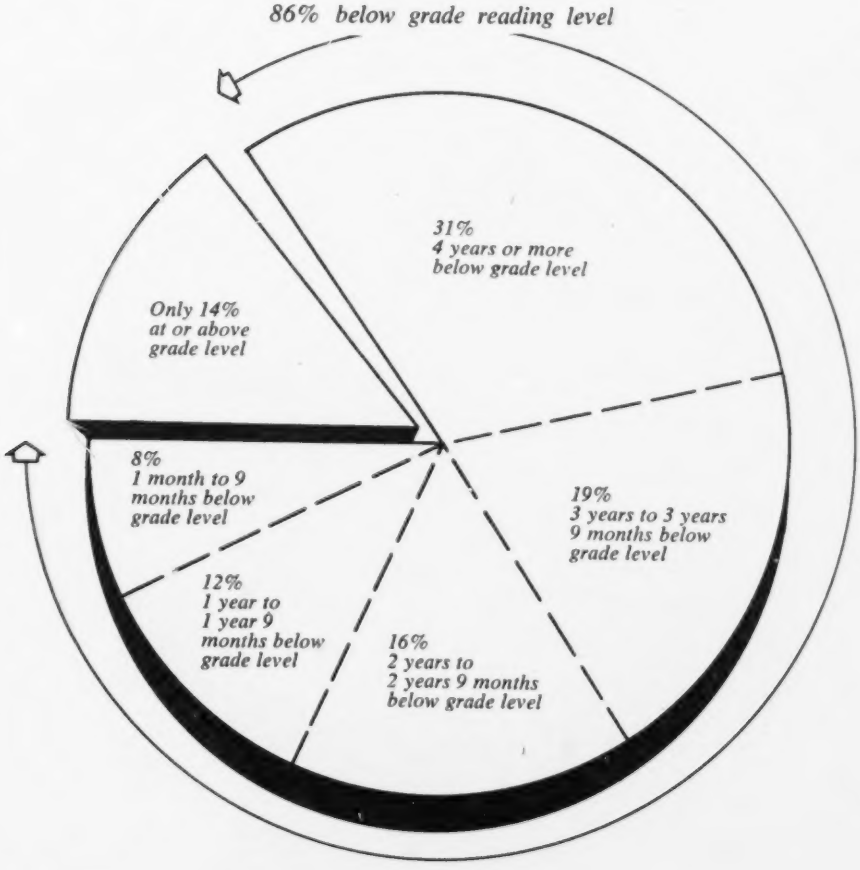

81% below grade reading level
Only 19% at or above grade level
47% 2 years or more below grade level
20% 1 year, but less than 2 years, below grade level
14% 1 month to 9 months below grade level

Reading scores of 12,147 fifth grade students tested in 88 New York City schools having 50% or more Puerto Rican enrollment indicate that 81% of these students were below grade level.

Source of Data: *The Education of the Puerto Rican Child in New York,* a report presented to the New York State Commission on the Cost, Quality and Finance of Elementary and Secondary Schools by the Puerto Rican Educators Association, 1971.

Graph II

READING SCORES OF EIGHTH GRADE STUDENTS IN 24 NEW YORK CITY PUBLIC SCHOOLS HAVING 50% OR MORE PUERTO RICAN ENROLLMENT

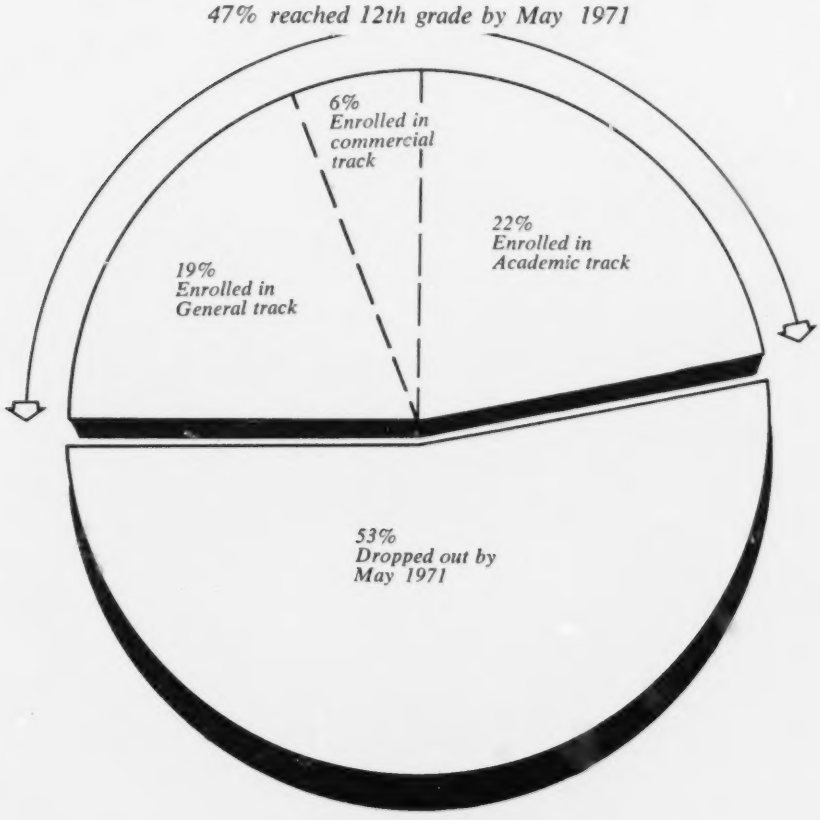


Reading scores of 9,655 eighth grade students tested in 24 New York City schools having 50% or more Puerto Rican enrollment indicate that 86% of these students were below grade level.

Source of Data: *The Education of the Puerto Rican Child in New York,* a report presented to the New York State Commission on the Cost, Quality and Finance of Elementary and Secondary Schools by the Puerto Rican Educators Association, 1971.

Graph III

DROPOUT RATE OF TENTH GRADE PUERTO RICAN STUDENTS (1969–71)


47% reached 12th grade by May 1971
6% Enrolled in commercial track
22% Enrolled in Academic track
19% Enrolled in General track
53% Dropped out by May 1971

Of the 10,243 Puerto Rican students in 10th grade in New York City's public schools in May 1969, only 4,816 were enrolled in 12th grade 2 years later. Of those reaching 12th grade, only 2,237 were enrolled in the academic track — the college preparatory sequence.

Source of Data: *The Education of the Puerto Rican Child in New York,* a report presented to the New York State Commission on the Cost, Quality and Finance of Elementary and Secondary Schools by the Puerto Rican Educators Association, 1971.

TABLE I — TOTAL NEW YORK CITY PUERTO RICAN ENROLLMENT IN PUBLIC SCHOOLS ACCORDING TO LEVEL AND ENGLISH LANGUAGE DIFFICULTY — October 1970

Location	Total and Percent New York City Enrollment	Number and Percent Puerto Rican	Percent Puerto Rican of Total Enrollment	Non-English-Speaking Puerto Ricans — Level of Language Difficulty		
				Category 1[a] Moderate	Category 2[b] Moderate	No Difficulty
Elementary	615,164 53.9%	154,917 59.6%	25.2% —	43,761 69.1%	24,620 78.2%	79,669 53.0%
Intermediate and Jr. High School	232,485 20.4%	52,977 20.4%	22.8% —	9,770 15.4%	3,503 11.1%	36,010 24.0%
High School — Total	285,228 25.0%	49,884 19.2%	17.8% —	9,261 14.6%	3,121 9.9%	33,260 22.1%
(Academic)				(7,376) (11.7%)	(2,856) (9.1%)	(23,166) (15.4%)
(Vocational)				(1,885) (3.0%)	(265) (0.8%)	(10,100) (6.7%)
Special Schools	8,037 0.7%	2,101 0.8%	26.1% —			
"400" and "700" Schools				123 0.2%	26 0.1%	243 0.2%
Elementary Deaf				79 0.1%	167 0.5%	31 *
Junior High School Deaf				7 *	5 *	23 *
Special Education				299 0.5%	47 0.1%	1,009 0.7%
School for Continued Education				11 *	0 0.0%	31 *
Total City	1,140,914	259,879	22.8%	63,311	31,489	150,276

Source of Data: Fred Shaw, Director of Programs Research and Statistics, Board of Education, New York City.

* Less than 0.05%.

[a] Category 1 — Pupils who speak English hesitantly at times, or whose regional or foreign accents indicate the need for remedial work in English and/or speech.

[b] Category 2 — Pupils who speak little or no English, or whose regional or foreign accents make it impossible for them readily to be understood.

TABLE II
NEW YORK CITY PUBLIC SCHOOL PUPILS RATED AS TO ABILITY TO SPEAK ENGLISH: BY LANGUAGE GROUP — OCTOBER 30, 1970

English Language Difficulty

	Moderate Eng. Lang. Diff.		Severe Eng. Lang. Diff.		No English Lang. Diff.		Total Register	
Language Group	Number	Percent	Number	Percent	Number	Percent	Number	Percent
English-Speaking	23,460	2.9%	1,930	0.2%	795,631	96.9%	821,021	100.0%
Puerto Rican	63,311	25.8	31,489	12.9	150,282	61.3	245,082	100.0
Other Spanish-Speaking	12,959	34.2	9,710	25.6	15,209	40.2	37,878	100.0
Chinese	3,358	27.8	1,672	13.9	7,026	58.3	12,056	100.0
Italian	2,425	26.5	1,589	17.4	5,139	56.1	9,153	100.0
Greek	1,320	29.7	724	16.2	2,406	54.1	4,450	100.0
French	1,642	39.8	1,012	24.5	1,472	35.7	4,126	100.0
Other Language	2,543	34.8	1,671	22.9	3,095	42.3	7,309	100.0
Total	111,018	9.7	49,797	4.4	980,260	85.9	1,141,075	100.0

Source of Data: Fred Shaw, Director of Programs Research and Statistics, Board of Education, New York City.

TABLE III
ETHNICITY OF PUPILS AND FULL-TIME PROFESSIONAL PERSONNEL IN NEW YORK PUBLIC SCHOOLS
1970–71

Ethnicity	New York City			New York State Outside of New York City			New York State Total		
	Pupils	Personnel [a]	Ratio	Pupils [b]	Personnel	Ratio	Pupils	Personnel	Ratio
Spanish-Surnamed Americans	292,664	996	1:293.8	24,547	349	1:70.3	317,211	1,345	1:235.8
Puerto Rican	259,879	876	1:296.8	21,822	314	1:69.5	281,701	1,190	1:236.7
Other SSA	32,785	120	1:271.9	2,725	35	1:77.9	35,510	155	1:229.1
Black	393,516	5,489	1:71.7	149,339	2,816	1:53.0	542,855	8,305	1:65.4
Orientals	17,115	224	1:76.4	9,789	182	1:53.8	26,904	406	1:66.3
American Indians	607	10	1:60 7	4,567	66	1:69.2	5,174	76	1:68.1
Others	436,457	61,038	1:7.2	2,177,165	128,442	1:17.0	2,613,622	189,480	1:13.8
Total	1,140,359	67,757		2,365,407	131,855		3,505,766	199,612	

[a] Number of Puerto Rican staff estimated to be 90 percent of total Spanish-Surnamed Americans.
[b] Number of Puerto Rican pupils outside New York City estimated at 88.9 percent of total Spanish-Surnamed Americans outside of New York City.

Source of Data: New York State Education Department, Information Center on Education Ethnic Census, *Public School Students and Staff by School and District, 1970–71.*

TABLE IV

HOLDING POWER BY BOROUGH FOR NEGRO, SPANISH-SURNAMED AMERICANS, AND OTHER PUPILS IN NEW YORK CITY PUBLIC SCHOOLS

	Negro			Spanish-Surnamed Americans			Other			Total		
Borough	1967 9th grade	1970 12th grade	Holding Power	1967 9th grade	1970 12th grade	Holding Power	1967 9th grade	1970 12th grade	Holding Power	1967 9th grade	1970 12th grade	Holding Power
Manhattan	5,266	2,877	54.6%	5,592	2,476	44.3%	4,202	3,247	77.3%	15,060	8,600	57.1%
Bronx	4,795	2,468	51.5	5,869	2,389	40.7	6,484	4,230	65.2	17,148	9,087	53.0
Brooklyn	8,774	4,852	55.3	5,903	2,330	39.5	17,552	12,407	70.7	32,229	19,589	60.8
Queens	4,702	2,650	56.4	892	924	100.0	16,746	12,748	76.1	22,340	16,322	73.1
Richmond	235	222	94.5	92	93	100.0	3,048	2,001	65.6	3,375	2,316	68.6
Total	23,772	13,069	55.0	18,348	8,212	44.8	48,032	34,633	72.1	90,152	55,914	62.0

Source of Data: Fred Shaw, Director of Programs Research and Statistics, Board of Education, New York City.

TABLE V
HOLDING POWER OF PUERTO RICAN STUDENTS IN NEW YORK CITY PUBLIC SCHOOLS

Borough	1967 Ninth Grade Puerto Rican Enrollment				1970 Twelfth Grade Puerto Rican Enrollment			Holding Power
	Academic High School	Vocational High School	Junior High School	Total	Academic High School	Vocational High School	Total	
Manhattan	1,839	677	2,715	5,231	1,563	643	2,206	42.2%
Bronx	2,252	737	2,875	5,864	1,453	564	2,017	34.4
Brooklyn	2,169	909	2,800	5,878	1,564	668	2,232	38.0
Queens	370	156	257	783	326	205	531	67.8
Richmond	26	7	51	84	44	9	53	63.1
New York City Total	6,656	2,486	8,698	17,840	4,950	2,089	7,039	39.5

Source of Data: Fred Shaw, Director of Programs Research and Statistics, Board of Education, New York City.

TABLE VI
TITLE VII — ESEA EXPENDITURES IN NEW YORK STATE

	Academic Year 1971–72	Academic Years 1969–70, 1970–71, 1971–72
Total Expenditure	$2,843,340	$4,873,401
Research	$513,528	$884,534
	(90 percent spent on data and materials concerning non-English-speaking students)	(90 percent spent on data and materials concerning non-English-speaking students)
Classroom Instruction	$2,329,812	$3,990,867
	(63 percent spent in educating non-English-speaking students)	(63 percent spent in educating non-English-speaking students)
Program Participants	6,761	10,075 Participant — years
	(4,183 or 63 percent non-English-speaking students; 2,578 or 37 percent English-dominant students)	(6,378 or 63 percent non-English-speaking students; 3,967 or 37 percent English-speaking students)

Source of Data: New York State Education Department, Unit of Bilingual Education.

TABLE VII
ETHNIC IDENTITY OF FULL-TIME UNDERGRADUATES IN COLLEGES AND UNIVERSITIES

	Spanish-Surnamed Americans		Black		Oriental		American Indian		Other		Total	
	#	%	#	%	#	%	#	%	#	%	#	%
New York City Region	6,989	4.5	16,812	10.7	3,532	2.3	373	0.2	128,778	82.3	156,484	100
Long Island Region	852	1.8	1,927	4.2	294	0.6	110	0.2	42,858	93.1	46,041	100
Mid-Hudson Region	724	2.1	1,313	3.8	195	0.6	13	—	32,025	93.4	34,270	100
Northeast Region	270	0.7	1,143	2.9	107	0.3	72	0.2	37,486	95.9	39,078	100
Northern Region	32	0.3	51	0.5	14	0.1	52	0.5	10,734	98.6	10,883	100
Central Region	403	0.6	1,477	2.4	323	0.5	323	0.5	60,089	96.0	62,615	100
Genesee Valley Region	145	0.4	852	2.5	114	0.3	124	0.4	32,419	96.3	31,654	100
Western Region	191	0.3	1,954	4.2	69	0.1	95	0.2	44,102	95.0	46,411	100
Total State	9,606	2.2	25,529	5.9	4,648	1.1	1,162	0.3	388,491	90.5	429,436	100

In New York City, in fall 1970, of a total of full-time undergraduate population of 156,484 at all public and private colleges and universities, only 6,989 were Spanish-Surnamed Americans. This was about 4.5 percent of the total, a sharp contrast to the 14.7 percent of the 12th grade students in New York City who were Spanish-surnamed.

Source of Data: New York State Education Department, Division of Higher Education.